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ABSTRACT

Standardized curricula are provided for two courses for the secondary vocational and technical programs in Mississippi: allied health and related technology I (health cluster I) and allied health and related technology II (health cluster II). Introductory materials include the philosophy and aims of allied health and related technology in Mississippi. The five units in the first course are as follows: orientation, basic skills, introduction to body structure and function, health careers, and medical terminology. The second course consists of 10 units: advanced medical technology; asepsis; sterile/isolation technique; patient hygiene; physical examination/metric system; laboratory skills; admission/transfer/discharge; nutrition/feeding; basic dental terminology and skills; and employability skills. An introduction to each course details its purpose and objectives, course length, and Carnegie credits earned. Each unit consists of these components: objectives, with core/essential objectives indicated; suggested instructional practices; list of suggested resources; list of evaluation and suggested minimum performance standards, with core/essential objectives indicated; and performance record, with core/essential objectives indicated. A checklist for each course combining all unit performance standards into a single list is included. (YLB)

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Standardized Curriculum For

Allied Health

Mississippi Department of Education
Bureau of
Vocational, Technical
and Adult Education

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STANDARDIZED CURRICULA

FOR

ALLIED HEALTH AND RELATED TECHNOLOGY

MISSISSIPPI DEPARTMENT OF EDUCATION

BUREAU OF VOCATIONAL, TECHNICAL

AND ADULT EDUCATION

Spring, 1988

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FOREWORD

This volume is intended to be used in the state of Mississippi as a mechanism for standardizing vocational education course titles and core contents. The need for standardization of curricula was triggered by provisions in the Educational Reform Act of 1982 which mandated:

-- elimination of nearly all currently existing curriculum requirements and development of new curriculum content that is "properly sequenced" and "coordinated";

-- steps to ensure that students master one level of course work before being advanced to the next level and that progression is properly sequenced;

-- a criterion-referenced statewide testing program that is built upon an identified set of "basic skills" keyed to student performance in grades 3, 5, 8, and 11;

-- revised graduation requirements that take into account student performance on the basic skills and also on a test of "functional literacy skills"; and

-- a system of accrediting schools that takes into account the performance of districts and schools and students.

In addition to the mandates of the Educational Reform Act, the Strategic Plan for Vocational and Technical Education in Mississippi also calls for improving the quality of vocational and technical education through the standardization of curricula and the articulation of secondary and postsecondary programs.

Both of these mandates were further reinforced by legislation passed in 1988 (Section 14, H.B. No. 601) which stated that the "State Department of Education shall provide an instructional program and establish guidelines and procedures for managing such a program in the public schools..." Local districts are encouraged to adapt this program and accompanying procedures to all instructional areas. Districts are given the option of adopting the instructional program and management system provided by the State Department of Education or adopting their own program as long as it meets or exceeds the criteria established by the State Department of Education.

The legislation calls the State Department cf Education to provide for instructional program and management guidelines which require for every public school district that:

1. All courses taught in Grades K-8 containing skills tested through the Mississippi Basic Skills Assessment Program, all secondary school courses mandated for graduation, and all courses in the end-of-course testing program shall include the State Department of Education's written list of learning objectives.

2. The local school board must adopt the objectives that will form the core curriculum which will be systematically delivered throughout the district.

3. The set of objectives must be accompanied by suggested instructional practices and resources that would help teachers organize instruction. Such instructional practices and resources are to be used as suggestions and the goal of the program is mastery of the objectives by the students and not to limit the way a teacher may teach.

4. Standards for student performance must be established for each core objective in the local program and those standards establish the district's definition of mastery for each objective.

5. At least once during each school year, student performance on the set of learning objectives for each subject must be evaluated. Student performance on each objective must be measured at least once each year.

6. There shall be an annual review of student performance in the instructional program against locally established standards. When weaknesses exist in the local program, the district shall take action to improve student performance.

7. A permanent record of performance for each student must be maintained for all objectives tested by the Basic Skills Assessment Program and Functional Literacy Examination.

8. The State Board of Education and the board of trustees of each school district shall adopt policies to limit and reduce the number and length of written reports that classroom teachers are required to prepare.

9. The law shall not be construed to limit teachers from using their own professional skills to help students master the objectives, nor shall it be construed as a call for more detailed or complex lesson plans or any increase in testing at the local school district level.

VALIDATION PROCESS

The documents contained in this publication are clearly marked as "Review Draft". They were produced by a committee of teachers representing the service area indicated in their title. The results of the work of this committee were submitted to a review panel composed of teachers, teacher educators, state staff, and industry personnel for their comments. From this review panel, the revised drafts will be submitted to the appropriate state curriculum technical committee and later to the State Board of Education for their approval. Only after State Board approval has been granted, can the documents be disseminated as the adopted curriculum for the service area.

Instructors are asked to closely study the attached documents and to begin to implement them in their classes. The instructional content of the documents should remain basically unchanged during the remainder of the validation and approval process. Differences in the style and format of the materials may be evident in the final versions.

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PHILOSOPHY AND AIMS OF TEACHING ALLIED HEALTH AND RELATED TECHNOLOGY IN MISSISSIPPI

The health care industry is constantly changing and expanding. The average student is not aware of the wide variety of interesting and satisfying occupations that exist in the health care field.

Health occupations education is defined as the program of occupational preparation conducted within the jurisdiction of public vocational and technical education.

The focus of all health occupations education efforts is the preparation of competent practitioners to provide quality health services for all individuals and communities. Coordination in planning, development, and operation of health occupations education programs with the health care delivery system and the consumer is necessary to the maintenance of quality health services for all individuals. The ultimate goal of such coordination is a functioning system that provides the beginning student in health occupations with basic entry level skills required for a variety of health occupations. Specific occupations require specialized knowledge and skills; however some basic knowledge and skills are applicable to many different health occupations. The health cluster approach provides some of the core skills which can be used in many different fields coupled with the study of principles of health care.

Through the cooperation of community health facilities and agencies, private and public, the cluster program enables students to experience learning in the actual health service environments. Such clinical experience is correlated with the classroom and in-school

laboratory instruction and practice. The clinical instruction, simulated and/or real, integrates the social and scientific principles of health care activities.

In the Health Occupations Cluster Program, students participate in the delivery of health care through assignments in a classroom, a classroom laboratory, and health service locations. Rotation through the instruction in a number of health care specialty areas provides for the development of basic competencies in selected health fields including psychomotor skills for entry-level employment in one or more areas.

A health occupations education program should provide individuals with opportunities for career and self-development through education about careers. Career education emphasizes the relationship between education, employment, and other activties which are a part of each individual's career and self-development from pre-school age through retirement years. In health occupations education, opportunities are provided to identify and develop individual interest and abilities, explore a variety of occupations in the health field, and thus provide individuals with a basis for making realistic and satisfying occupational choices in the health field.

The health occupations career cluster includes careers in broad areas of dentistry, medicine, nursing, and related health. Examples are health care administrators and office workers, dental assisting, dietetics, laboratory technician, optical therapy, surgical technicians and nursing assistants, veterinary assistant, x-ray technology, and other health related personnel.

GOALS FOR HEALTH OCCUPATIONS EDUCATION

Health occupations education should include instruction in the following areas:

The health care system and those occupations within those health facilites and agencies

Selected specific tasks in various health occupations

Learning which accepts the developmental level of each individual and allows for growth through individual motivation through clinical experiences

Personal growth through counseling and guidance in health career development

Preparation of graduates who are occupationally competent for entry-level employment in supportive health occupations or educationally prepared for acceptance in a post-secondary program.

ALLIED HEALTH AND RELATED TECHNOLOGY

(Health Cluster I)

COURSE TITLE

ALLIED HEALTH AND RELATED TECHNOLOGY

(Health Cluster I)

Unit No.	Unit Title
1	Orientation (2 weeks)
2	Basic Skills (8 weeks)
3	Introduction to Body Structure and Function
4	Health Careers (4 weeks)
5	Medical Terminology (1 week)

ALLIED HEALTH AND RELATED TECHNOLOGY I

(Health Cluster I)

The first year of the secondary allied health skill program introduces the student to the health careers field, the basic health sciences, and basic skills in both laboratory and clinical. Upon completion of this first year introductory program, the student should be competent as a general basic health assistant.

The student will be better able to make a choice of a health occupation that he/she plans to pursue. This course is taught for one year, and it earns 2.5 Carnegie units.

COURSE: Allied Health and Related Technology I

Unit 1: Orientation (2 weeks)

Objectives: Upon completion of this unit, the students will:

1. identify their professional student organization.
2. name the basic safety procedures.
*3. list professional ethics and legal responsibility.
*4. define confidentiality.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture, discussion
Guest speakers
Audio/visual
Role play

Suggested Resources:

Primary Source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
California State Department of Education. Confidentiality: Learning Activity Package (LAP). Sacramento, CA. 1982.

Additional Resources: Woods, Lucille, and Rambo, Beverly. Nursing Skills for Clinical Practice. 3rd ed. Philadelphia, W.B. Sanders Co. 1982.

Evaluation and Suggested Minimum Perfromance Standards:

Objective 1: The student will state two purposes of their student professional organization.
Objective 2: The student will identify two basic safety procedures as stated in the student hand book.
*Objective 3: The student will list two concepts of professional ethics and two concepts of legal responsibility.
*Objective 4: The student will list two situations in which confidential matters cannot be discussed.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

____1. Identified their professional student organization.

_____2. Named the basic safety procedures.
*_____3. Listed professional ethics and legal responsibilities.
*_____4. Defined confidentiality.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology I

Unit 2: Basic Skills (8 weeks)

Objectives: Upon completion of this unit, the student will:

*1. demonstrate the proper handwashing technique.
*2. demonstrate proper body mechanics.
*3. list the four main vital signs.
*4. demonstrate by locating and checking the four main vital signs.
*5. perform bedmaking skills.
6. describe and demonstrate first aid for sudden illness and accident.
*7. perform CPR (cardiopulmonary resuscitation).

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture, discussion, demonstration, return demonstration
Handouts,
Audio visuals,
Computer software
Simulation

Suggested Resources:

Primary Source: Current American Heart Association Publication
Current American Red Cross Publication
Health Occupatins Education (Oklahoma)
State Department of Vocational-Technical
Education. Health Occupations Education: Health Service Caeers. Stillwater, OK. 1979.

Additional Resources: Schniedman, Rose, and Lambert, Susan. Being a Nursing Assistant. 4th ed. Englewood Cliffs. Brandy Co. 1986.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will demonstrate with 100 percent accuracy proper handwashing technique.
*Objective 2: The student will demonstrate with 100 percent accuracy proper body mechanics for selected situations.
*Objective 3: The student will list the four vital signs.
*Objective 4: The student will demonstrate by locating and checking with 100 percent accuracy the four main vital signs.
*Objective 5: The student will demonstrate three bedmaking skills.

Objective 6: The student will describe and demonstrate three first aid skills for sudden illness and accident.

*Objective 7: The student will perform CPR according to current acceptable standards.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

*_____1. Demonstrated the proper handwashing technique.
*_____2. Demonstrated proper body mechanics.
*_____3. Listed the four main vital signs.
*_____4. Demonstrated the four main vital signs.
*_____5. Performed bedmaking skills.
_____6. Described and demonstrated first aid for sudden illness and accident.
*_____7. Performed CPR (cardiopulmonary resusitation).

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology I

Unit 3: Introduction to Body Structure and Function (8 weeks)

Objectives: Upon completion of this unit, the student will:

1. list functions of the musculoskeletal system.
*2. list structures that comprise the respiratory system.
*3. list function of the circulatory system.
4. list structures that comprise the digestive tract of mankind.
*5. list functions of the genitourinary system.
6. name endocrine glands that comprise the endocrine system.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture, discussion,
Handouts
Skeletal, torso and anatomy models
Audiovisuals
Computer software

Suggested Resources:

Primary Source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.

Additional Resources: Cornett, Frederick. A Modern Physiology. Chamblee, GA. Holt, Reinhart & Winston. 1982.
Coldwell, Ester. Health Care Assistant. Albany, NY. Delmar. 1980.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list three functions of the musculoskeletal system.
*Objective 2: The student will list all structures that comprise the respiratory system.
*Objective 3: The student will state with 100 percent accuracy the function of the circulatory system.
Objective 4: The student will list four structures that comprise the digestive tract of mankind.
*Objective 5: The student will state with 100 percent accuracy the functions of the genitourinary system.
Objective 6: The student will name five endocrine glands that comprise the endocrine system.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

_____1. Listed the functions of the musculoskeletal system.
*_____2. Listed the respiratory system.
*_____3. Listed the function of the circulatory system.
_____4. Listed the digestive system.
*_____5. Listed the functions of the genitourinary system.
_____6. Named the endocrine system.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology I

Unit 4: Health Careers (4 weeks)

Objectives: Upon completion ot this unit, the student will:

1. list the different careers in medicine.
2. list the different careers in nursing.
3. list the different careers in the dental field.
4. identify the different careers in the therapeutic area.
5. identify the different careers in the diagnostic area.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture, discussion
Guest speakers
Tours
Handouts
Audiovisual
Role play
Computer software

Suggested Resources:

Primary Source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
University of Mississippi Medical Center. Health Careers in Mississippi. Jackson, MS. 1981.

Additional Resources: Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.
Winn, Charles. Exploring Health Occupations (Packet). NY. McGraw-Hill. 1976.
Occupational Outlook Handbook, 1980-81 Edition. Washington, D.C. Department of Labor, Bureau of Labor Statistics. Superintendent of Documents. U.S. Government Printing Office. Bulletin 2075. March 1980.
Dictionary of Occupational Titles. (4th edition) Washington, D.C. U.S. Department of Labor. Bureau of Labor Statistics. Superintendent of Documents. U.S. Government Printing Office. 1977.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list five careers in medicine.
Objective 2: The student will list three careers in nursing.

Objective 3: The student will list four careers in the dental field.
Objective 4: The student will identify two careers in the therapeutic area.
Objective 5: The student will identify two careers in the diagnostic area.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

_____1. Listed the different careers in medicine.
_____2. Listed the different careers in nursing.
_____3. Listed the different careers in the dental field.
_____4. Identified the different careers in the therapeutic area.
_____5. Identified the different careers in the diagnostic area.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology I

Unit 5: Medical Terminology (1 week)

Objectives: Upon completion of this unit, the student will:

1. divide medical terms into root words, prefixes and suffixes.
*2. identify the common abbreviations and their meanings.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture, discussion, demonstration
Audiovisuals
Workbooks, handouts
Computer software

Suggested Resources:

Primary Source: Schniedman, Rose, and Lambert, Susan. Being a Nursing Assistant. 4th ed. Englewood Cliffs. Brady Co. 1986.
State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.

Additional Resources: Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.
Vaughn, Dean. Dean Vaughn Learning System: Medical Terminology 350. Westwood, MA. Damon Corporation. 1983.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will divide medical terms into root words, prefixes, and suffixes with 75 percent accuracy.
*Objecive 2: The student will identify the common abbreviations and their meanings with 75 percent accuracy.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

____1. Divided medical terms into root words, prefixes and suffixes.
*____2. Identified the common abbreviations and their meanings.

* Indicates Core/Essential Objective

ALLIED HEALTH AND RELATED TECHNOLOGY

(Health Cluster II)

COURSE TITLE

ALLIED HEALTH AND RELATED TECHNOLOGY

(Health Cluster II)

Unit No.	Unit Title
1	Advanced Medical Technology
2	Asepsis
3	Sterile/Isolation Technique
4	Patient Hygiene
5	Physical Examination/Metric System
6	Laboratory Skills
7	Admission/Transfer/Discharge
8	Nutrition/Feeding
9	Basic Dental Terminology and Skills
10	Employability Skills

ALLIED HEALTH AND RELATED TECHNOLOGY II

(Health Cluster II)

This course is designed for the second year student enrolled in Allied Health and Related Technology. The main emphasis of this course is to expose students to advanced skills in the various health occupations. Students will apply these skills during clinical rotations in selected health care facilities. This course will be taught in one year and earns two to two and one-half Carnegie units.

COURSE: Allied Health and Related Technology II

Unit 1: Advanced Medical Technology (1 week)

Objectives: Upon completion of this unit the student will:

*1. define prefixes, suffixes, and word roots of selected medical terms.
*2. translate medical terms and abbreviations into the English language.
*3. spell medical terms correctly.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Audio/visual
Flash cards
Activity worksheets
Lecture/discussion
Computer software

Suggested Resources:

Primary source: Vaughn, Dean. Dean Vaughn Learning System: Medical Terminolgy 350. Westwood, MA. Damon Corporation. 1983.
Glanze, Walter D. ed. Mosby's Medical and Nursing Dictionary. St. Louis. C.V. Mosby Co. 1986.

Addtional Resources: Badash and Chesebro. Health Care Worker, Bowie, M.D. Brady and Communications Co. Inc., (1985).
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: Student will be able to define medical prefixes, suffixes, and word roots with 75 percent accuracy.
*Objective 2: Students will be able to translate medical terms and abbreviations into the English language with 75 percent accuracy.
*Objective 3: Students will be able to spell selected medical terms with 75 percent accuracy.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

*____1. Defined prefixes, suffixes, and word roots of medical terms. with 75 percent accuracy.

*____2. Translated medical terms and abbreviations into the English language with 75 percent accuracy.
*____3. Spelled medical terms correctly.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 2: Asepsis (1 week)

Objectives: Upon completion of this unit the student will:

1. define terms associated with asepsis.
2. define terms associated with infection control.
*3. list ways pathogenic microorganisms are spread.
*4. list methods of sterilization and disinfection.
5. define methods of sterilization and disinfection.
6. demonstrate surgical scrub.
7. operate an autoclave with accuracy and safety.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Audio/visual
Demonstration/return demonstration
Lecture/discussion
Field trips
Activity worksheets
Computer software
Guest speaker (from hospital)

Suggested Resources:

Primary source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional resources: Badash and Chesebro. The Health Care Worker. Bowie, M.D. Brady and Communications Co. Inc., 1985.
Hornemann, Grace. Basic Nursing Procedures. NY. Delmar. 1972.

Evaluation and Suggested Minimum Performance Standards:

1. The student will define five terms associated with asepsis.
2. The student will define three terms associated with infection control.
*3. The student will list five ways pathogenic microorganisms are spread.
*4. The student will list two methods of sterilization and two methods of disinfection.

5. The student will define two methods of sterilization and two methods of disinfection.
6. The student will demonstrate surgical scrub with 100 percent accuracy.
7. The student will safely operate an autoclave with 100 percent accuracy.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

_____1. Defined terms associated with asepsis.
_____2. Defined terms associated with infection control.
*_____3. Listed ways pathogenic microorganisms are spread.
*_____4. Listed methods of sterilization and disinfection.
_____5. Defined methods of sterilization and disinfection.
_____6. Demonstrated surgical scrub.
_____7. Operated an autoclave with accuracy and safety.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 3: Sterile/Isolation Technique (4 weeks)

Objectives: Upon completion of this unit, the student will:

1. define terms associated with sterile technique.
*2. list ways diseases are spread and prevented.
3. demonstrate how to don and remove sterile gloves.
*4. demonstrate how to open sterile packages without contamination.
5. prepare a sterile dressing tray without contamination.
6. identify instruments used for dressing change.
7. change a sterile dressing without contaminating the materials.
*8. demonstrate donning and removing isolation mask, cap, and gown.
*9. demonstrate double bagging technique and isolation technique.
*10. define general principles of isolation, including purposes and types.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture/discussion
Audio/visual tapes
Guest speakers
Field trips
Demonstration/return demonstration
Activity worksheet
Clinical application

Suggested Resources:

Primary source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional Resources: Badash and Chesebro. The Health Care Worker. Bowie, M.D. Brady Communications Co. Inc., 1985.
Caldwell, Ester, and Hegner, Barbara. The Health Assistant. NY. Delmar. 1973.
Hornemann, Grace. Basic Nursing Procedures. NY. Delmar. 1972.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will define three terms associated with sterile technique.
*Objective 2: The student will list three ways diseases are spread and three ways to prevent the spread of disease.

Objective 3: The student will demonstrate how to don and remove sterile gloves with 100 percent accuracy.

*Objective 4: The student will demonstrate how to open sterile packages without contaminating contents with 100 percent accuracy.

Objective 5: The student will prepare a sterile dressing tray with out contamination with 100 percent accuracy.

Objective 6: The student will identify three instruments used for dressing change with 100 percent accuracy.

Objective 7: The student will change a sterile dressing without contaminating the materials.

*Objective 8: The student will demonstrate donning and removing isolation mask, cap, gown, and cover shoes with 100 percent accuracy.

*Objective 9: The student will demonstrate double bagging technique and isolation technique with 100 percent accuracy.

*Objective 10: The student will define three general principles of isolation, three purposes of isolation and five types of isolation.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

_____1. Defined terms associated with sterile technique.
_____2. Listed ways diseases are spread and prevented.
_____3. Demonstrated how to don and remove sterile gloves.
*_____4. Demonstrated how to open sterile packages without contamination.
_____5. Prepared a sterile dressing tray without contamination.
_____6. Identified instruments used for dressing change.
_____7. Changed a sterile dressing without contaminating the materials.
*_____8. Demonstrated donning and removing isolation mask, cap, gown, and cover shoes.
*_____9. Demonstrated double bagging technique and isolation technique.
*____10. Defined general principles of isolation, including purposes and types.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 4: Patient Hygiene (3 weeks)

Objectives: Upon completion of this unit, the student will:

*1. define terms associated with patient cleanliness.
*2. list purposes of daily body care.
3. list ways to maintain muscular and skeletal systems.
*4. demonstrate how to give a partial and complete bed bath.
*5. demonstrate how to give a back rub.
*6. demonstrate how to give personal health care.
*7. demonstrate how to perform passive and active range of motion.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture/discussion
Demonstration/return demonstration
Audio/Visual tapes
Activity worksheet
Clinical application

Suggested Resources:

Primary source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional Resources: Badash and Chesebro. The Health Care Worker. Bowie, M.D. Brady Communications Co. Inc., 1985.
Hornemann, Grace. Basic Nursing Procedures. NY. Delmar. 1972.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define five terms associated with patient cleanliness.
*Objective 2: The student will list three purposes of daily body care.
Objective 3: The student will list two ways to maintain the muscular and skeletal systems.
*Objective 4: The student will demonstrate how to give a partial and complete bed bath with 85 percent accuracy.
*Objective 5: The student will demonstrate how to give a back rub with 85 percent accuracy.
*Objective 6: The student will demonstrate how to give personal health care with 85 percent accuracy.
*Objective 7: The student will demonstrate how to perform passive and active range of motion with 85 percent accuracy.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

*____1. Defined terms associated with patient cleanliness.
*____2. Listed purposes of daily body care.
____3. Listed ways to maintain muscular and skeletal systems.
*____4. Demonstrated how to give a partial and complete bed bath.
*____5. Demonstrated how to give a back rub.
*____6. Demonstrated how to give personal health care.
*____7. Demonstrated how to perform passive and active range of motion.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 5: Physical Examination/Metric System (2 weeks)

Objectives: Upon completion of this unit, the student will:

1. list major types of physical exams.
2. define assessment techniques used in a physical exam.
3. demonstrate vision testing.
*4. demonstrate positioning and draping patients for physical exams.
*5. demonstrate measurement of height and weight.
6. Convert English numerical measurements into metric values.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture/discussion
Audio/visuals tapes
Activity worksheets
Demonstration/return demonstration
Clinical application

Suggested Resources:

Primary source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional Resources: Bredow, Miriam. The Medical Assistant. NY. McGraw-Hill. 1978.
Hegstad, Lorrie N., and Hayek Wilma. Dosage and Calculation. Bowie, M.D. Brady/Prentice-Hall. 1983.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list three major types of physical exams.
Objective 2: The student will define four assessment techniques used in a physical exam.
Objective 3: The student will demonstrate vision testing with 100 percent accuracy.
*Objective 4: The student will demonstrate positioning and draping patients for physical exam with 85 percent accuracy.
*Objective 5: The student will demonstrate how to measure height and weight with 100 percent accuracy.
Objective 6: The student will convert English numerical measurements into metric values with 70 percent accuracy.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

_____1. Listed major types of physical exams.
_____2. Defined assessment techniques used in a physical exam.
_____3. Demonstrated vision testing.
*_____4. Demonstrated positioning and draping patients for physical exams.
*_____5. Demonstrated measurement of height and weight.
_____6. Converted English numerical measurements into metric values.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 6: Laboratory Skills (4 weeks)

Objectives: Upon completion of this unit, the student will:

*1. define terms associated with intake and output.
2. convert intake and output measurements into metric equivalents.
*3. demonstrate how to measure intake and output.
4. describe methods of collecting specimens of urine, stool, sputum, blood and vomitus.
*5. demonstrate correct methods for collecting specimens.
6. demonstrate how to perform basic lab skills.
7. identify basic laboratory tests.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Field trip
Lecture/discussion
Demonstration/return demonstration
Activity worksheet
Audio/visual tapes
Guest speakers

Suggested Resourses:

Primary Source: Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional Resources: Bredow, Miriam. The Medical Assistant. NY. McGraw-Hill. 1978.
Wittman, Karl S. Medical Laboratory Skills. Albany, NY. Gregg/McGraw-Hill. 1977.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will define four terms associated with intake and output.
Objective 2: The student will convert intake and output measurements into metric equivalents with 75 percent accuracy.
*Objective 3: The student will demonstrate how to measure intake and output with 100 percent accuracy.
Objective 4: The student will describe methods of collecting specimens of urine, stool, sputum, blood, and vomitus with 75 percent accuracy.
*Objective 5: The student will demonstrate correct methods for collecting specimens with 100 percent accuracy.
Objective 6: The student will demonstrate how to perform basic lab skills with 100 percent accuracy.

Objective 7: The student will identify basic laboratory tests with 75 percent accuracy.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

*_____1. Defined terms associated with intake and output.
_____2. Converted intake and output measurements into metric equivalents.
*_____3. Demonstrated how to measure intake and output.
_____4. Described methods of collecting specimens of urine, stool, sputum, blood, and vomitus.
*_____5. Demonstrated correct methods for collecting specimens.
_____6. Demonstrated how to perform basic lab skills.
_____7. Identified basic laboratory tests.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 7: Admission/Transfer/Discharge (2 weeks)

Objectives: Upon competion of this unit, the student will:

1. list steps taken to admit a patient for treatment.
2. list steps taken to prepare a unit for admission.
*3. demonstrate how to transfer a patient using a stretcher and wheelchair.
*4. demonstrate how to set up a patient unit for admission.
5. list steps taken to discharge a patient.
6. demonstrate how to clean a patient unit after discharge.
7. list insurance information needed for admission of patient.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Lecture/discussion
Demonstration/return demonstration
Activity worksheet
Clinical application
Audio/visual tapes

Suggested Resources:

Primary source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional sources: Badasch and Chesebro. Health Care Worker. Bowie, M.D. Brady and Communications Co. Inc., 1985.
Hornemann, Grace. Basic Nursing Procedures. NY. Delmar. 1972.
Rambo, Beverly J. Ward Clerk Skills. Los Angeles, CA. Gregg/McGraw-Hill. 1978.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will list five steps taken to admit a patient for treatment.
Objective 2: The student will list five steps taken to prepare a unit for admission.
*Objective 3: The student will demonstrate how to transfer a patient using a stretcher and wheelchair with 100 percent accuracy.
*Objective 4: The student will demonstrate how to set up a patient unit for admission with 85 percent accuracy.
Objective 5: The student will list five steps taken to discharge a patient.

Objective 6: The student will demonstrate how to clean a patient unit after discharge with 85 percent accuracy.

Objective 7: The student will list insurance information needed for admission of patient.

* Indicates Core/Essential Objective

Performance Record: Place a check beside each objective the student achieved:

_____1. Listed steps taken to admit a patient for treatment.
_____2. Listed steps taken to prepare a unit for admission.
*_____3. Demonstrated how to transfer a patient using a stretcher and wheelchair.
*_____4. Demonstrated how to set up a patient unit for admission.
_____5. Listed steps taken to discharge a patient.
_____6. Demonstrated how to clean a patient unit after discharge.
_____7. Listed insurance information needed for admission of patient.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 8: Nutrition/Feeding (1 week)

Objectives: Upon completion of this unit, the student will:

*1. list basic food groups with examples of each.
2. describe types of special diets.
3. define terms associated with nutrition/feeding.
*4. demonstrate how to assist with feeding a patient.

* Indicates Core/Essential Objective

Suggested Instructional Practices

Lecture/discussion
Activity worksheets
Guest speakers
Audio/visual tapes
Demonstration

Suggested Resources:

Primary Source: Townsend, Carolyn E. Nutrition and Diet Modification. NY. Delmar. 1980.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional Resources: Badasch and Chesebro. The Health Care Worker. Bowie, M.D. Brady and Communications Co. Inc., 1985.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will be able to list the four basic food groups with three examples of each.
Objective 2: The student will describe five types of special diets.
Objective 3: The student will define five terms associated with nutrition/feeding.
*Objective 4: The student will demonstrate how to assist with feeding a patient with 100 percent accuracy.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

*____1. Listed basic food groups with examples of each.
____2. Described types of special diets.

_____3. Defined terms associated with nutrition/feeding.
*_____4. Demonstrated how to assist with feeding a patient.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 9: Basic Dental Terminology and Skills (1 week)

Objectives: Upon completion of this unit, the student will:

1. identify basic dental abbreviations and symbols.
2. define prefixes, suffixes, and word roots of dental terminology.
3. spell dental terms correctly.
*4. demonstrate brushing and flossing techniques.
5. set up a basic dental tray.
6. identify dental instruments.

* Indicates Core/Essential Objective

Suggested Instrucitonal Practices:

Audio/visual
Lecture/discussion
Activity worksheets
Field trips
Guest speakers

Suggested Resources:

Primary Source: Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.
Anderson, Pauline, and Burkard, Martha. The Dental Assistant. 4th ed. Albany, NY. Delmar. 1982.
Vaughn, Dean. Dean Vaughn Learning System: Dental Terminology. 3rd ed. Westwood, MA. Damon Corporation. 1981.

Evaluation and Suggested Minimum Performance Standards:

Objective 1: The student will identify basic dental abbreviations and symbols with 75 percent accuracy.
Objective 2: The student will define prefixes, suffixes, and word roots of dental terminology with 75 percent accuracy.
Objective 3: The student will spell dental terms with 75 percent accuracy.
*Objective 4: The student will demonstrate brushing and flossing techniques with 100 percent accuracy.
Objective 5: The student will set up a basic dental tray with 100 percent accuracy.
Objective 6: The student will identify five dental instruments.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

_____1. Identified basic dental abbreviations and symbols.
_____2. Defined prefixes, suffixes, and word roots of dental terminology.
_____3. Spelled dental terms correctly.
*_____4. Demonstrated brushing and flossing techniques.
_____5. Set up a basic dental tray.
_____6. Identified dental instruments.

* Indicates Core/Essential Objective

COURSE: Allied Health and Related Technology II

Unit 10: Employability Skills (2 weeks)

Objectives: Upon completion of this unit, the student will:

*1. prepare a resume' containing essential information.
*2. complete a job application form.
*3. list "do's" and "don'ts" of job interviewing.
*4. demonstrate the role of an applicant in a job interview.

* Indicates Core/Essential Objective

Suggested Instructional Practices:

Roleplaying
Guest speakers
Video/audio tapes
Activity worksheets
Lecture/discussion

Suggested Resources:

Primary source: State Department of Vocational-Technical Education. Health Occupations Education: Health Service Careers. Stillwater, OK. 1979.
Simmers, Louise. Diversified Health Occupations. NY. Delmar. 1983.

Additional sources: Badasch and Chesebro. Health Care Worker. Bowie, M.D. Brady and Communications Co. Inc., 1985.

Evaluation and Suggested Minimum Performance Standards:

*Objective 1: The student will prepare a resume' containing essential components with 70 percent accuracy.
*Objective 2: The student will complete a job application form with 70 percent accuracy.
*Objective 3: The student will list five "do's" and five "don'ts" of job interviewing.
*Objective 4: The student will demonstrate the role of an applicant in a job interview with 70 percent proficiency.

* Indicates Core/Essential Objective

Performance Record: Place a check by each objective the student achieved:

*____1. Prepared a resume' containing essential information.

*____2. Completed a job application form.
*____3. Listed "do's" and "don'ts" of job interviewing.
*____4. Demonstrated the role of an applicant in a job interview.

* Indicates Core/Essential Objective

ALLIED HEALTH AND RELATED TECHNOLOGY

(Health Cluster I)

STUDENT PERFORMANCE RECORD

ALLIED HEALTH AND RELATED TECHNOLOGY
(Health Cluster I)
STUDENT PERFORMANCE RECORD

Student: _____

This record is provided as an alternative to the student performance records provided at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved the objective, also.

Unit 1: Orientation

____1. Identified their professional student organization.
____2. Named the basic safety procedures.
____*3. Listed professional ethics and legal responsibilities.
____*4. Defined confidentiality.

Unit 2: Basic Skills

____*1. Demonstrated the proper handwashing technique.
____*2. Demonstrated proper body mechanics.
____*3. Listed the four main vital signs.
____*4. Demonstrated the four main vital signs.
____*5. Performed bedmaking skills.
____6. Described and demonstrated first aid for sudden illness and accident.
____*7. Performed CPR (cardiopulmonary resuscitation).

Unit 3: Introduction to Body Structure and Function

____1. Listed the functions of the musculoskeletal system.
____*2. Listed the respiratory system.
____*3. Listed the function of the circulatory system.
____4. Listed the digestive system.
____5. Listed the functions of the genitourinary system.
____*6. Named the endocrine system.

* Indicates Core/Essential Objective

Unit 4: Health Careers

_____1. Listed the different careers in medicine.
_____2. Listed the different careers in nursing.
_____3. Listed the different careers in the dental field.
_____4. Identified the different careers in the therapeutic area.
_____5. Identified the different careers in the diagnostic area.

Unit 5: Medical Terminology

_____1. Divided medical terms into root words, prefixes and suffixes.
____*2. Identified the common abbreviations and their meanings.

* Indicates Core/Essential Objective

ALLIED HEALTH AND RELATED TECHNOLOGY

(Health Cluster II)

STUDENT PERFORMANCE RECORD

ALLIED HEALTH AND RELATED TECHNOLOGY
(Health Cluster II)
STUDENT PERFORMANCE RECORD

Student: _____

This record is provided as an alternative to the student performance records provided at the end of each unit. It can be duplicated for each student and serve as a cumulative record of competencies achieved in the course.

Place a check by each objective the student achieved; you may wish to note the date that the student achieved teh objective, also.

Unit 1: Advanced Medical Technology

___*1. Defined prefixes, suffixes, and word roots of medical terms with 75 percent accuracy.
___*2. Translated medical terms and abbreviations into the English language with 75 percent accuracy.
___*3. Spelled medical terms correctly.

Unit 2: Asepsis

____1. Defined terms associated with asepsis.
____2. Defined terms associated with infection control.
____*3. Listed ways pathogenic microorganisms are spread.
____*4. Listed methods of sterilization and disinfection.
____5. Defined methods of sterilization and disinfection.
____6. Demonstrated surgical scrub.
____7. Operated an autoclave with accuracy and safety.

Unit 3: Sterile/Isolation Technique

____1. Defined terms associated with sterile technique.
____*2. Listed ways diseases are spread and prevented.
____3. Demonstrated how to don and remove sterile gloves.
____*4. Demonstrated how to open sterile packages without contamination.
____5. Prepared a sterile dressing tray without contamination.
____6. Identified instruments used for dressing change.
____7. Changed a sterile dressing without contaminating the materials.
____*8. Demonstrated donning and removing isolation mask, cap, gown, and cover shoes.
___*9. Demonstrated double bagging technique and isolation technique.
___*10. Defined general principles of isolation, including purposes and types.

* Indicates Core/Essential Objective

Unit 4: Patient Hygiene

____*1. Defined terms associated with patient cleanliness.
____*2. Listed purposes of daily body care.
____3. Listed ways to maintain muscular and skeletal systems.
____*4. Demonstrated how to give a partial and complete bed bath.
____*5. Demonstrated how to give a back rub.
____*6. Demonstrated how to give personal health care.
____*7. Demonstrated how to perform passive and active range of motion.

Unit 5: Physical Examination/Metric System

____1. Listed major types of physical exams.
____2. Defined assessment techniques used in a physical exam.
____3. Demonstrated vision testing.
____*4. Demonstrated positioning and draping patients for physical exams.
____*5. Demonstrated measurement of height and weight.
____6. Converted English numerical measurements into metric values.

Unit 6: Laboratory Skills

____*1. Defined terms associated with intake and output.
____2. Converted intake and output measurements into metric equivalents.
____*3. Demonstrated how to measure intake and output.
____4. Described methods of collecting specimens of urine, stool, sputum, blood, and vomitus.
____*5. Demonstrated correct methods for collecting specimens.
____6. Demonstrated how to perform basic lab skills.
____7. Identified basic laboratory tests.

Unit 7: Admission/Transfer/Discharge

____1. Listed steps taken to admit a patient for treatment.
____2. Listed steps taken to prepare a unit for admission.
____*3. Demonstrated how to transfer a patient using a stretcher and wheelchair.
____*4. Demonstrated how to set up a patient unit for admission.
____5. Listed steps taken to discharge a patient.
____6. Demonstrated how to clean a patient unit after discharge.
____7. Listed insurance information needed for admission of patient.

Unit 8: Nutrition/Feeding

____*1. Listed basic food groups with examples of each.
____2. Described types of special diets.

* Indicates Core/Essential Objective

____3. Defined terms associated with nutrition/feeding.
____*4. Demonstrated how to assist with feeding a patient.

Unit 9: Basic Dental Terminology and Skills

____1. Identified basic dental abbreviations and symbols.
____2. Defined prefixes, suffixes, and word roots of dental terminology.
____3. Spelled dental terms correctly.
____*4. Demonstrated brushing and flossing techniques.
____5. Set up a basic dental tray.
____6. Identified dental instruments.

Unit 10: Employability Skills

____*1. Prepared a resume' containing essential information.
____*2. Completed a job application form.
____*3. Listed "do's" and "don'ts" of job interviewing.
____*4. Demonstrated the role of an applicant in a job interview.

* Indicates Core/Essential Objective